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МАҚОЛАДА КЕЛТИРИЛГАН ДАЛИЛЛАРНИНГ ТЎҒРИЛИГИ УЧУН МУАЛЛИФ МАСЪУЛДИР | АВТОР НЕСЕТ ОТВЕТСТВЕННОСТЬ ЗА ДОСТОВЕРНОСТЬ ФАКТОВ ИЗЛОЖЕННЫХ В СТАТЬЕ

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О‘ZBEK YOSHLARINING XITOIY XALQ RESPUBLIKASIDAGI MOSLASHUV JARAYONLARI

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ANNOTATSIYA

Ushbu maqolada Xitoy Xalq Respublikasida tahsil olayotgan talabalarining akademik va sotsiomadaniy adaptasiyasida ilgari chiqish tayyorgarlik dasturlarining ahamiyati tahlil qilingan. Xalqaro tajribalarga tayangan holda, bunday dasturlar madaniy zarba (kulturniy shok)ni kamaytiradi, akademik samaradorlikni oshiradi va psixik barqarorlikni ta'minlaydi. Germaniyaning DAAD va Yaponiyaning JASSO dasturlarini solishtirish asosida o‘zbek talabalari uchun uch blokli model ishlab chiqilgan, unda til va akademik xitoycha, xitoy ta'lim usullari va akademik xalollik (学术诚信), shuningdek, madaniy kommunikasiya kabi yumshoq ko‘nikmalar rivojlantiriladi. Tadqiqot Xitoyda akademik qoidabuzarlik bo‘yicha huquqiy asoslarni tushunishning ahamiyatini ta'kidlaydi va tuzilmashtirilgan ilgari chiqish tayyorgarlik dasturlari samarali adaptasiya va madaniy akademik almashinuv uchun zarur ekanini ta'kidlaydi.

Kalit so‘zlar: akademik mobillik, pre-departure dasturi, talabalar moslashuvi, xalqaro ta'lim, Xitoy, madaniyatlararo kommunikasiya.

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ПРОЦЕССЫ АДАПТАЦИИ УЗБЕКСКОЙ МОЛОДЕЖИ В КИТАЙСКОЙ НАРОДНОЙ РЕСПУБЛИКЕ

АННОТАЦИЯ

В этой статье рассматривается роль программ предвыездной подготовки в академической и социокультурной адаптации студентов, обучающихся в Китайской Народной Республике. Основываясь на международном опыте, показано, что такие программы снижают культурный шок, повышают академическую успеваемость и поддерживают психологическую стабильность. Сравнительный анализ программ Германии (DAAD) и Японии (JASSO) лег в основу трехблочной модели для узбекских студентов, включающей изучение языка и академического китайского, китайские методы преподавания и академическую честность (学术诚信), а также развитие мягких навыков, таких как межкультурная коммуникация. Исследование подчеркивает важность понимания правовой базы Китая по вопросам

академических нарушений и утверждает, что структурированные программы предвыездной подготовки необходимы для успешной адаптации и академического обмена между культурами.

Ключевые слова: академическая мобильность, pre-departure программа, адаптация студентов, международное образование, Китай, межкультурная коммуникация.

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ADAPTATION PROCESSES OF UZBEK YOUTH IN THE PEOPLE'S REPUBLIC OF CHINA

ABSTRACT

This article examines the role of pre-departure training in the academic and socio-cultural adaptation of students studying in the People's Republic of China. Drawing on international practices, it shows that such programs reduce culture shock, enhance academic performance, and support psychological stability. Comparative analysis of Germany's DAAD and Japan's JASSO programs informs a tailored three-block model for Uzbek students, covering language and academic Chinese, Chinese teaching methods and academic integrity (学术诚信), and soft skills like intercultural communication. The study emphasizes understanding China's legal framework on academic misconduct and argues that structured pre-departure programs are vital for successful adaptation and cross-cultural academic exchange.

Keywords: academic mobility, pre-departure programs, student adaptation, international education, China, intercultural communication.

INTRODUCTION

In recent decades, as a result of the rapid globalization of the international education system, academic mobility has become one of the priority strategic directions for the development of many countries. This process is directly related to the global increase in student mobility, the expansion of the education services market, the strengthening of institutional cooperation between universities, and the formation of a knowledge-based economy.

Within this process, the People's Republic of China has been increasing its influence in the global educational space and has become one of the leading countries hosting international students. This situation increases the relevance of scientifically analyzing the adaptation issues of young people who travel to China for educational purposes, particularly their adjustment to a new educational system and cultural environment.

Studying abroad requires students not only to have academic preparation but also socio-cultural, psychological, and communicative competencies. According to academic literature, the successful adaptation of students to the foreign educational environment largely depends on their level of preparation before departure.

From this perspective, pre-departure preparation programs are considered an important component of the academic mobility infrastructure. These programs introduce students to the educational system, academic requirements, cultural values, social relations, and everyday living conditions of the host country, thereby facilitating their adaptation process.

Such preparation helps develop students' intercultural communication competence, strengthens independent learning skills, increases resilience to stress factors, and expands opportunities for achieving academic success.

Within the framework of this article, the importance of pre-departure programs in preparing Uzbek youth who are going to study in China is analyzed using a comprehensive approach based on international experience.

METHODOLOGY

This article applies a comprehensive methodological approach to studying academic mobility and the intercultural adaptation of students. The theoretical and methodological basis of the research is formed by theories of international education, intercultural communication, and adaptation. The study uses theoretical analysis, comparative analysis, systematic analysis, and content analysis methods.

MAIN PART

In the global higher education market, the People's Republic of China holds an important position, and since the 2020s, the interest of international students in higher education in this country has increased significantly. As a result, China's higher education system has become the third largest educational destination in the global academic community.

Certainly, China's national historical, cultural, and scientific achievements are extremely important for every student. However, the social integration of students is also of great significance, since the quality of education is closely related to a student's psychological well-being.

In this regard, a group of Chinese scholars conducted a study aimed at examining the adaptation processes of international students who came to China for educational purposes. In particular, research conducted by Wenjie Pei and Yue Chen from Zhejiang University analyzed the relationship between academic adaptation, intercultural sensitivity, and life satisfaction [1, – P.2].

According to the results of the study, students with a higher level of intercultural sensitivity demonstrated greater satisfaction with the quality of education as well as with their overall life during migration. At the same time, academic adaptation was identified as a key mechanism for overcoming cultural differences.

In other words, a student's level of language proficiency and awareness of Chinese culture greatly helps them overcome cultural differences.

To further explore these findings, Chinese scholar Junqi Zhu conducted a sociological survey among more than 2,540 students. According to the survey results, the process of academic adaptation consists of several components and requires a systematic approach.

The findings of Junqi Zhu's research show that the academic adaptation process of international students in China is implemented based on four key indicators.

According to the research results mentioned above, it can be concluded that the adaptation of international students in China depends mainly on three factors: successful mastery of courses related to their chosen specialization in higher education, communication related to the learning process, and the student's ability for self-management.

Among these factors, successful completion and understanding of academic courses is considered the decisive factor for quickly integrating into a new educational environment.

Table 1.

Main factors influencing the academic adaptation of international students in China
(Zhu et al., 2022) [2, – P.15]

Structural factor (Latent Construct)	Role in the Model	Direction of impact	Relative Strength (based on article conclusions)	Brief interpretation (prepared for the article)
Course learning	Primary direct factor	Positive (+)	Strongest factor	The student's understanding of course content, completion of assignments, and engagement in the classroom learning process most

				significantly determine academic adaptation.
Learning / academic communication	Direct factor + factor influencing mediation	Positive (+)	Strong	Academic communication (asking questions, exchanging ideas) with instructors and peers enhances adaptation and also strengthens self-regulation.
Self-regulation	Direct factor (internal resource)	Positive (+)	Important	Time management, independent study, self-motivation, and discipline directly improve academic adaptation.
Academic communication → Self-regulation	Causal path	Positive (+)	Important	Increased academic communication leads students to better manage their study plans and learning strategies.
Course learning → Self-regulation	Causal path	Positive (+)	Important	The process of mastering course content compels students toward independence, planning, and self-control, thereby increasing self-regulation.
Gender	Examination of group differences	Careless	No difference	No statistically significant difference was observed in the level of academic adaptation between male and female students.
Age	Examination of group differences	Careless	Difference exists	Differences exist across age groups: the average indicator for those aged 41+ was the highest (M=4.79; SD=0.33).

At the same time, academic communication (question-and-answer interactions with teachers and classmates, exchange of opinions, and participation in group work) influences adaptation in two ways. On the one hand, it directly increases academic satisfaction and participation; on the other hand, it indirectly strengthens adaptation by developing the student's self-management skills.

Based on these findings, in order to improve the adaptation of international students, universities should primarily strengthen measures aimed at introducing students to academic disciplines (explaining syllabi and requirements, providing sample assignments, and organizing

consultation hours), activating communication (mentoring programs, buddy systems, and group discussions), and developing practical skills related to independent learning and time management.

As Uzbekistan – China educational cooperation continues to expand, and due to Xinjiang's geographical and cultural proximity to Central Asia, universities in Xinjiang are increasingly becoming an important educational destination for students from Uzbekistan. From this perspective, students' perceptions of China and the quality of their adaptation also influence the development of "cultural trust" and interpersonal relations between the two countries. Research focusing specifically on the adaptation of Uzbek students in China remains relatively limited. In this regard, a group of Chinese scholars conducted a study among students at Xinjiang University within the framework of the "Belt and Road Initiative" (一帶一路, Yídài Yílù). The study aimed to examine Uzbek students' perception of China's national image as well as their cross-cultural adaptation processes [3, – P.4-8].

First, this refers to everyday interpersonal communication in daily life—interactions with local residents and communication with people in the surrounding environment. Second, it concerns communication within the academic environment. This includes limitations related to understanding the content of lectures, participating in rapid question-and-answer discussions, and mastering academic terminology. Thus, the language factor emerges not only as a barrier to communication but also as a key determinant that simultaneously limits educational effectiveness and social integration.

For Uzbek students, the second barrier is related to everyday lifestyle. In particular, differences in food culture are frequently mentioned as factors complicating adaptation. About 25% of participants reported that it was difficult for them to adapt to the spiciness and flavor style of Chinese cuisine. In addition, differences in social communication styles were also noted. In Uzbekistan, meetings usually involve extended greetings, inquiries about one's well-being, and emotional warmth. In contrast, communication among Chinese students may be perceived as more formal and distant. Some participants stated that they initially interpreted this as a "cold attitude." Such situations, caused by differences in cultural communication patterns, may complicate mutual understanding during the integration process.

The third barrier is academic cognition, meaning differences in expectations within the educational system, assessment criteria, and teaching methods. According to the research results, 56% of participants indicated that adapting to the teaching style in China was difficult. In particular, actively participating in group discussions, engaging in debates, and adjusting to an assessment system in which continuous participation and assignments during the semester carry significant weight was not always easy.

This also highlights the issue of the so-called "hidden curriculum," which refers to expectations and rules that exist outside the formal syllabus. Understanding these implicit academic requirements can create stress for international students and affect their academic performance.

Overall, the study shows that although China's economic, social, and technological image is generally perceived positively by Uzbek students studying in China, several challenges remain in the adaptation process. These include language barriers, differences in everyday lifestyle and traditions, and difficulties in academic understanding. Therefore, measures to support adaptation should be implemented systematically both at the university level and within cultural exchange programs. Language courses tailored to professional fields, mentoring systems, orientation modules explaining the rules of the education system, and integration formats that include not only traditional cultural events but also elements of modern youth culture may strengthen students' social and academic stability.

Based on the research findings presented above, we believe that introducing a multi-stage approach in Uzbekistan to support Uzbek students' successful adaptation to the educational environment in China would significantly improve the effectiveness of their academic and social adaptation processes. Considering the long-term perspectives of cooperation with the People's Republic of China, it is necessary to establish a short-term but intensive "pre-departure" preparation program for students before they leave for their studies.

If we look at international experience, for example Australia's practice, Australian students who plan to study abroad are provided with detailed information through resources developed by the Australian Government Department of Education. These resources offer comprehensive guidance on the education system of the host country, visa procedures, financial planning, living conditions, and labor regulations. Such an approach allows young people to prepare in advance for possible challenges, reducing uncertainty and anxiety that may arise before studying abroad [4, – P.6].

The Council has introduced the online course "Prepare for Success". Research conducted among students studying abroad shows that those who participated in these programs achieved higher academic results in their first year compared to others [5, – P.3].

In the German experience with "Pre-departure" preparation programs, the role of DAAD (Deutscher Akademischer Austauschdienst) in supporting academic mobility in Germany is particularly noteworthy. DAAD's academic mobility program covers aspects such as the unique features of the foreign education system, research ethics, time management, and intercultural communication. This ensures that students integrate effectively into academic life.

In Japan, programs developed by JASSO (Japan Student Services Organization) focus on helping international students adapt to social life, providing information on organizing daily life, accessing medical services, navigating the transportation system, and understanding behavioral norms in society. This, in turn, enables international students to enhance their academic preparedness before departing for their studies, develop intercultural communication skills, ease the process of psychological adaptation, and anticipate potential challenges in the foreign education system through various case studies. This program has become a foundation for the successful education of Japanese students abroad [6, – P.5].

Based on the research findings mentioned above, we believe that to ensure the successful adaptation of Uzbek students to the educational processes in China, it is necessary to introduce a multi-stage approach in our country. Specifically, establishing a "Pre-departure" preparation program would contribute to a more effective academic and social adaptation process for young people in China [7, – P.9-10].

It is appropriate for the new Uzbek model of this program to consist of three blocks:

Firstly, language and academic vocabulary (especially specialized terminology). This stage greatly assists Uzbek students in adapting more effectively to academic life in China. Preparing them for the differences between general Chinese and academic Chinese will yield positive results.

Secondly, it is necessary to provide an understanding of teaching methods and assessment criteria in Chinese universities, particularly regarding the syllabus, continuous assessment, and rules of academic integrity. In the preparation processes, special attention must be paid to the rules of academic integrity. In China, this is referred to as 学术诚信 (xuéshù chéngxìn) – "academic honesty / academic integrity".

Furthermore, China has a regulatory framework concerning academic misconduct. Specifically, the Ministry of Education's document "Measures for the Prevention and Handling of Academic Misconduct in Institutions of Higher Education" (Ministry of Education Decree No. 40, 2016) establishes the procedures for preventing and reviewing plagiarism, falsification, and other violations in higher education institutions. Additionally, the "Academic Degrees Law of the People's Republic of China" stipulates that degrees may not be granted, or may be revoked, in cases involving academic misconduct such as 代写 (dài xiě - ghostwriting), 剽窃 (piāoqiè - plagiarism), and 伪造 (wèizào - falsification) of dissertations or practical results [8, – P.11-14].

CONCLUSION

Based on the conclusions drawn above, we can infer the following: Firstly, the development of educational migration today is connected not only to young people acquiring new knowledge but also to their adaptation to the education system of the host country. After all, the rules of academic etiquette have unique characteristics for each country. The adaptation of today's Uzbek youth to the People's Republic of China also comprises several stages. These stages require young people not only

to know the Chinese language but also to learn the specific type of academic communication [9, – P.2].

Secondly, it is necessary to develop additional competencies required in the academic activities of students going to China for education. Specifically, this includes the student's ability to manage their emotional state during academic activities, to demonstrate their abilities throughout their studies, alongside the need for social adaptability [10, – P.4]. To develop these competencies in young people, it would be appropriate to design “Pre-departure” preparation programs specifically for students who have been admitted to study in the People’s Republic of China.

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